**KINDERGARTEN SCIENCE: OCEAN ANIMALS**

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***Unit Title:*** Under the Sea

***Description of Unit:*** In this unit the student will use technology as a tool to learn about an ocean animal. They will then create a display in order to share what they have learned with their classmates. Each visual must have both pictures and writing and must provide specific knowledge about their animal as outlined in the “jobs” section on the menu.

***Delaware State Standards:***

Science Standard 6: Life Processes

* Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things.
* Each plant or animal has different structures that serve different functions in growth, survival and reproduction.
* In animals the skeletal-muscular system provides structure, support and enables movement.
* Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light.
* In addition to basic needs for survival, living things have needs specific to the organism such as temperature range and food requirements.

Science Standard 7: Diversity and Continuity of Living Things

* Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.
* Many different kinds of plants and animals live throughout the world. These plants and animals can be grouped according to the characteristics they share.

Science Standard 8: Ecology

* Plants and animals need enough space and resources to survive. Overcrowding leads to an increased need for resources.
* All animals depend on plants. Some animals eat plants for food. Other animals eat animals that have eaten plants.

***Technology Standards:***

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

* apply existing knowledge to generate new ideas, products, or processes

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

* communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students:

* locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

* plan and manage activities to develop a solution or complete a project.

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

* exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

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**WEEKLY OUTLINE AND TIMELINE FOR SUCCESS**

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| --- | --- |
| Week 1 | * Read and type the Learner Agreement and submit it using the “View/Submit Assignments” link. * Have your parents read and type the Parent Agreement and submit it using the “View/Submit Assignments” link. * Make sure you have read the syllabus and printed a copy of this list of your jobs. * Ocean Animal pre-test * Complete the Discussion Board for this week. * Create your own homepage. * View the archived Wimba Classroom Session * Complete the Wimba Classroom Activity Sheet |
| Week 2 | * Choose the ocean animal you would like to research and learn more about. View the animals using the “Help on the Web” links. Submit your choice using the “View/Submit Assignments” link. * Participate in the Discussion Board activity for the this week. * Complete the graphic organizer for your ocean animal. Please bring this to class at the end of week 2, I will meet with you and review your progress so far. |
| Week 3 | * This week you will work on complete the Ocean Webquest. Some of this will be similar to things you have already done. You should have the information you need for your webquest project on your graphic organizer. This week you should be working on creating a presentation for the class. Next week you will each be presenting your animal to the class as you become the class expert for your ocean animal. Remember to draw or print pictures for your display. * Visit the class blog and respond to one comment. You may also wish to visit one or more of the websites I have listed. * End of Unit Test |

**Words to Know**

* habitat - adapt - crustacean
* predator - coral reef - mammal
* prey - kelp forest

**Important Ideas:**

-Not all ocean animals are alike.

-Ocean animals move through the water in different ways.

-Animals adapt to the specific ocean environment they live in.

**Grading Criteria:**

Students will be graded with the rubric that is included on Blackboard in the “My Jobs” section. The rubric will clearly outline what the requirements are for the final project. The activities will be graded separately and one final overall grade given for the final project.

**Late Work**:

Late work will be accepted for students with an excused absence only. Each day past the due date will result in a reduction of the grade. Make sure you **follow the timeline I provide for you and you should be fine.**

**Assessment and Evaluation:**

**Pre-assessment:**

The pre-assessment will consist of two things; a short pre-test with general ocean questions and participation on the Discussion Board in a modified KWL activity.

**Post-assessment:**

The End of Unit test will focus mostly on the specific animal you have researched. The questions will be specific to your animal and should match what you have shared in your class presentation.

**Netiquette Policy:**

Some guidelines for parents and students to keep in mind and follow:

* **Participate.** In the online environment, it's not enough to show up! We need to hear your voice to feel your presence, and we especially need your comments to add to the information, the shared learning, and the sense of community in each class.
* **Be persistent.** Remember that we're all working in a fairly new environment. If you run into any difficulties, don't wait! Send an email immediately to your instructor, email the online help desk, or post on the Bulletin Board. Most problems are easily solved, but we have to hear from you before we can help.
* **Share tips, help, and questions**. For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it by posting it on the Bulletin Board or other communication tool.
* **Think before you push the "Send" button**. Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.
* **Be Clear!** Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments. So help us "see" you by explaining your ideas fully.
* **Ask for feedback!** If you're not sure how your ideas and comments will be taken, ask! Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement.
* **Don't be inappropriate.** "Flaming," or flying off the handle and ranting at someone else is unacceptable; it's the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face to face classroom. Any derogatory or inappropriate comments regarding race, gender, age, religion, sexual orientation, are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the physical classroom. If you have concerns about something that has been said, please let your instructor know.
* **Be Honest.** Plagiarism, cheating and other violations of ethical student behavior are serious actions in a learning community (Santa Barbara, 2010).

**Academic Honesty Policy:**

The principal objective of the policy on academic honesty is to promote an intellectual climate and support academic integrity. Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community.

Offenses against academic honesty are any acts that would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners which includes, but is not limited to, the faculty and students. Academic dishonesty includes knowingly permitting or assisting any person in the committing of an act of academic dishonesty.

The policy distinguishes between minor and major offenses. Offenses purely technical in nature or in which the instructor does not perceive intent to achieve advantage are deemed minor and handled by the instructor. Major offenses are those in which intent to achieve academic advantage is perceived. Each student is responsible for knowing and observing this policy. (Gurdon, 2010).

**Students With Special Needs:**

We actively support the rights of students with disabilities to have equal access to education. We make every reasonable effort to accommodate the needs of students with disabilities.

The Office of Student Affairs facilitates equal access to all programs and activities for students with documented physical, sensory, learning, or psychological disabilities.

For those students with physical limitations or learning disabilities, the successful transition to an online virtual classroom requires extra skills and flexibility. Students with special needs should be aware of the resources available to them that may make their transition easier. In addition, they should be aware of the steps they must take to make their experience more tailored to their special needs (Wilmington, 2010).

**References:**

Gurdon, Michael. (2010). *University of vermont syllabus*. Retrieved from <http://www.bsad.uvm.edu/Academics/Courses/syllabus?sid=2467>

Santa barbara city college, . (2010). *Netiquette*. Retrieved from <http://online.sbcc.edu/index.php?page=support&sec=48>

Wilmington University, . (2010). *Students with special needs*. Retrieved from http://www.wilmu.edu/studentlife/disabilityservices/index.aspx